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ABSTRACT

This module is one of a set of seven prepared in conjunction with the Title I "Project to Train Volunteer Leaders to Conduct Consumer Education Courses." It is designed to serve as a volunteer leader guide in the development of leadership and teaching skills. Part 1 contains the text of "Leadership and Teaching Skills." Topics include the important differences between children and adults as learners, major characteristics of adults as learners, the most important principles of adult learning, and the essential stages of presenting an effective consumer education program. Part 2 includes materials on planning, conducting, and evaluating presentations. Materials in this section include planning tools (such as needs assessment, learning objectives, aids inventory), methods and techniques of conducting learning activities (such as brainstorming, case study, interview, and role playing), and evaluation instruments (questionnaires and self-assessment). A slide set, keyed to the text, accompanies this module. (An illustration of or instruction for each slide is provided.) An essay by Paul English on making a presentation is appended. (CT)

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LEADERSHIP AND TEACHING SKILLS

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CE 029 048

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CONSUMER EDUCATION PROJECT
Project to Train Volunteer Leaders to Conduct
Consumer Education Courses
Title I, Higher Education Act of 1965
Grantee Institution: Northern Virginia Community College
Second Printing 1979

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July, 1979

Consumer Education Project

This module is one of a set of seven prepared in conjunction with the Title I "Project to Train Volunteer Leaders to Conduct Consumer Education Courses." It is designed to serve as a Volunteer Leader guide in the development of leadership and teaching skills, essential factors in any presentation. Part I contains the text of "Leadership and Teaching Skills." Part II includes beneficial materials on planning, conducting and evaluating presentations. A slide set, keyed to the text, accompanies this module.

Volunteers throughout the Northern Virginia area have been trained to give presentations on the following six consumer-related topics for which modules have been developed:

Rights and Responsibilities in the Marketplace
How to Buy Goods and Services
Personal Money Management
Legal Aspects of the Marketplace
Credit
Sources of Consumer Assistance

The services of these volunteers are available to citizen groups, schools, and organizations through the state and local consumer affairs offices listed in the paragraph below. The purpose of this program is to increase consumer awareness and raise the level of individual consumer competency among our citizens.

The grant establishing this project was awarded to Northern Virginia Community College by the State Agency for Title I under the Higher Education Act of 1965. The program, however, is a co-operative effort involving the Consortium for Continuing Higher Education in Northern Virginia, George Mason University, the University of Virginia, Virginia Polytechnic Institute and State University, as well as the Virginia Office of Consumer Affairs, the Alexandria Office of Consumer Affairs, the Arlington County Office of Consumer Affairs, the Fairfax County Department of Consumer Affairs, and the Prince William County Office of Consumer Affairs.

For additional information, call or write:

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LEADERSHIP AND TEACHING SKILLS

VOLUNTEER LEADER'S GUIDE

LEADERSHIP AND TEACHING SKILLS

Introduction

This module is designed to serve as a Volunteer Leader guide in the development of leadership and teaching skills, essential factors in any presentation. Part I contains the text of "Leadership and Teaching Skills;" Part II includes beneficial materials on planning, conducting and evaluating presentations.

Outline

I. TITLE: Leadership and Teaching Skills

II. DESCRIPTION: Part I of this module will explain:

A. The important differences between children and adults as learners.

B. The major characteristics of adults as learners.

C. The most important principles of adult learning.

D. The essential stages of presenting an effective consumer education program.

III. LENGTH: The material in this module may be presented in approximately one hour. If you are using it as a self-study guide, please take time to understand its concepts.

IV. AUDIO-VISUAL AIDS:

A. There is a slide set consisting of 50 slides which accompany this module and is also entitled "Leadership and Teaching Skills."

B. The slide set is designed to fit a 35mm Carousel projector.

V. TEACHING PROCEDURE: (Applies if material is to be taught.)

Special Instructions	Instructor Reference
Write your name on the chalkboard.	
Show slide LTS-1 Project Slide	LEADERSHIP AND TEACHING SKILLS Consumer Education Project PROJECT TO TRAIN VOLUNTEER LEADERS TO CONDUCT CONSUMER EDUCATION COURSES--TITLE I, HIGHER EDUCATION ACT OF 1965 Grantee Institution--Northern Virginia Community College LTS-1
	A. Introduce yourself and give the title of your presentation. If the format of your presentation is to be a discussion, and the audience is small enough, you may want to conduct self-introductions. If you do, you should ask each participant to give his name and a little information about his background. B. Briefly outline your interests and qualifications related to this particular subject.
Show slide LTS-2 Specific Objectives	SPECIFIC OBJECTIVES Upon completion of this program, you will be able to: * Cite the important differences between children and adults as learners. * List the major characteristics of adults as learners. LTS-2

Show slide LTS-3
Specific Objectives
(Continued)

SPECIFIC OBJECTIVES (Continued)

* Name the most important principles of adult learning.

* Identify the essential stages of making an effective consumer education presentation.

LTS-3

C. State the specific objectives of your presentation in terms of what the participants will be able to do upon its completion; encourage discussion or questions regarding these objectives, modifying them if necessary to meet the needs and interests of the group.

D. If you plan to use an evaluation procedure to measure accomplishment of these objectives, explain it carefully. The procedure you use should be non-threatening to the participants and designed to measure your effectiveness as a presenter, rather than their ability as learners. Small group exercises using handouts provided may be used in addition to or to substitute for a quiz.

E. Set an effective learning climate for your presentation.

1. Encourage questions and discussion; indicate that their previous experience is a rich resource for learning and that they should not hesitate to share this experience with others.

2. Explain the availability of handouts and how they will be distributed.

VI. Part I--Leadership and Teaching Skills

NOTE: In the following material instructions are single-spaced and the text is double-spaced.

Show slide LTS-4
Differences Between
Children and Adults
as Learners.

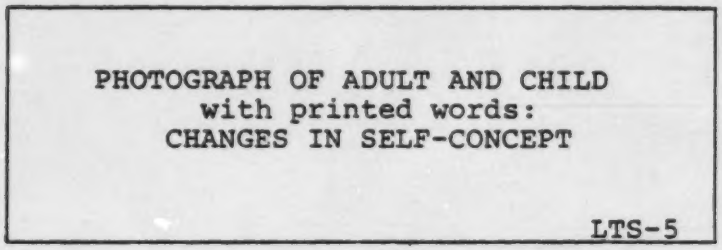
PHOTOGRAPH OF ADULT AND CHILD
with printed words:
DIFFERENCES BETWEEN CHILDREN
AND ADULTS AS LEARNERS

10

LTS-4

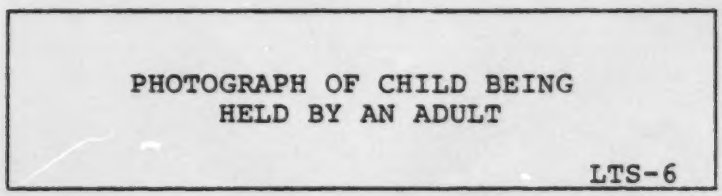
A. There are learning differences between adults and children. These occur as a result of changes in self-concept, experience, readiness to learn and one's orientation to learning.

Show slide LTS-5
Changes in
Self-Concept



1. As a person grows and matures, his self-concept moves from the total dependency of infancy to the increasing self-direction of an adult.

Show slide LTS-6
Child Being Held
By An Adult



When he reaches maturity, he develops a psychological need to be perceived as a self-directed individual, and when he is confronted with a situation which does not permit self-direction, tension between his self-concept and the situation occurs giving rise to resentment and resistance. In a learning environment such tension is bound to interfere with learning.

Show slide LTS-7
Role of Experience

PHOTOGRAPH OF ADULT AND CHILD
with printed words:
ROLE OF EXPERIENCE

LTS-7

2. A child identifies himself largely through external definers such as who his parents are, where he lives, or where he goes to school. With maturity the individual increasingly defines who he is by his experience.

Show slide LTS-8
Child

PHOTOGRAPH OF CHILD

LTS-8

Experience to a child is something that happens to him.

Show slide LTS-9
Active Adults

PHOTOGRAPH OF ACTIVE ADULTS

LTS-9

To an adult, experience is who he is, and in a learning situation, any teaching activity that ignores or devalues his experience is perceived to do the same to him.

Show slide LTS-10
Readiness to Learn

PHOTOGRAPH OF ADULT AND CHILD
with printed words:
READINESS TO LEARN

12

LTS-10

3. The readiness of a young child to learn is usually a function of his physiological development. He learns to use the toilet, walk, talk, read, manipulate symbols, and form concepts as he grows.

Show slide LTS-11
Learning to Walk

PHOTOGRAPH OF A CHILD
LEARNING TO WALK

LTS-11

As the individual matures, his readiness to learn is less the product of his physiology and more the product of the developmental tasks required for the performance of evolving roles in society.

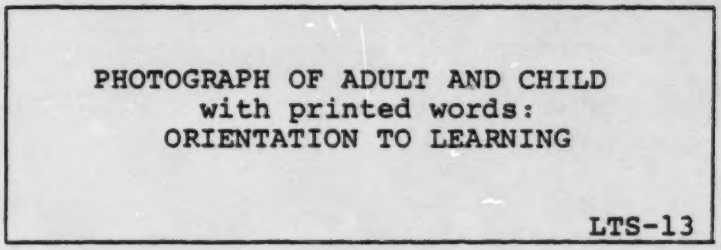
Show slide LTS-12
Adult Studying

PHOTOGRAPH OF AN ADULT
STUDYING

LTS-12

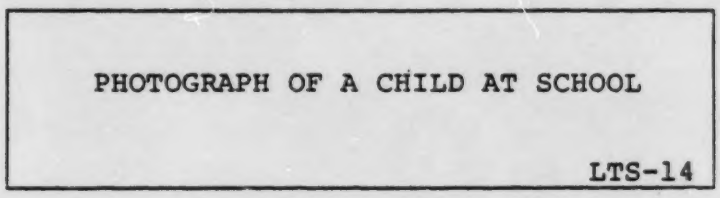
He is ready to inquire into areas of content as he confronts problems associated with these developmental tasks and the performance of his roles as a worker, a spouse, a parent, an organization member, and a leisure-time user.

Show slide LTS-13
Orientation to Learning



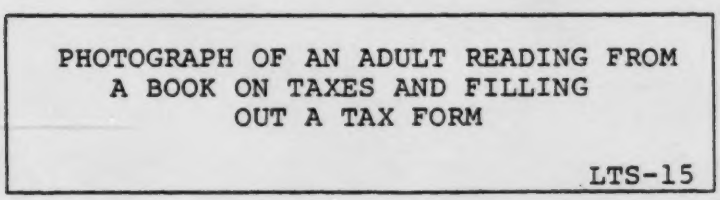
4. The childs orientation to learning is from a different time perspective than that of adults.

Show slide LTS-14
Child At School



To him learning is perceived to be in preparation for something. Consequently, his learning experiences are subject-matter centered. The adult's time perspective is now, and he wants to learn that which can be applied immediately.

Show slide LTS-15
Adult Filling Out
A Tax Form



His reason for desiring to participate in a learning experience is often the fact that he has experienced some inadequacy in coping with a problem, and, his learning experiences tend to be problem-centered.

Show slide LTS-16
Characteristics of
Adults as Learners

PHOTOGRAPH OF ADULT PEOPLE
with printed words:
CHARACTERISTICS OF ADULTS AS LEARNERS

LTS-16

B. Adults in learning situations have a number of characteristics which should be considered in planning the learning experience.

Show slide LTS-17
... Who Can Learn...
and Change

PHOTOGRAPH OF ADULT READING
with printed words:
... WHO CAN LEARN... AND CHANGE

LTS-17

1. Adults are people who can learn and change, but they learn in different ways and at different rates. Given enough time and exposure to appropriate learning experiences, most adults can achieve mastery of a subject.

Show slide LTS-18
... Who Have a Good
Deal of First-Hand
Experience

PHOTOGRAPH OF ADULTS IN
A LEARNING GROUP
with printed words:
... WHO HAVE A GOOD DEAL OF
FIRST-HAND EXPERIENCE

LTS-18

2. Adults are people who have a good deal of first-hand experience. Effective adult programs will tap the

participants' experience as a learning resource, and be a source of new experiences for them.

Show slide LTS-19 ... Who Have Set Habits and Strong Tastes

PHOTOGRAPH OF ADULTS SMOKING AND DRINKING COFFEE
with printed words:
... WHO HAVE SET HABITS AND AND STRONG TASTES

LTS-19

3. Adults are people who have set habits and strong tastes. Those who plan programs for adults should be sensitive to their habits and tastes, and accommodate as many of them as possible.

Show slide LTS-20 ... Who Prefer to be Self-Directing

PHOTOGRAPH
with printed words:
... WHO PREFER TO BE SELF-DIRECTING

LTS-20

4. Adults prefer to be self-directing, so adult programs should be designed to promote self direction and responsibility.

Show slide LTS-21 ... Who Have Real Things to Lose

PHOTOGRAPH
with printed words:
... WHO HAVE REAL THINGS TO LOSE

LTS-21

5. Since adult consumers must make decisions that can seriously affect their welfare, educational programs for them should be concerned with gain in knowledge rather than inadequacy.

Show slide LTS-22 ... Who Have Decisions to Make, Problems to Solve, and Things To Do

PHOTOGRAPH
with printed words:
... WHO HAVE DECISIONS TO MAKE,
PROBLEMS TO SOLVE, AND THINGS TO DO

LTS-22

6. Adults are people who have decisions to make, problems to solve, and things to do. Effective adult programs are problem-centered and task-oriented.

Show slide LTS-23 ... Who Resist Changing Their Established Ways of Viewing the World

PHOTOGRAPH
with printed words:
... WHO RESIST CHANGING THEIR
ESTABLISHED WAYS OF VIEWING THE WORLD

LTS-23

7. Adults are people who resist changing their established ways of viewing the world. Effective adult programs help adults cope with needed changes and provide them with a supportive environment.

Show slide LTS-24
... With Strong Feelings
About Learning Situations

PHOTOGRAPH OF ADULT IN CHILD'S SCHOOL ROOM AT SMALL DESK WITH DUNCE HAT ON
with printed words:
... WITH STRONG FEELINGS ABOUT LEARNING SITUATIONS

LTS-24

8. The educational backgrounds of adults vary widely from individual to individual. Many have had less than happy experiences in learning situations, and they have strong feelings about them. To offset these feelings, plans should incorporate opportunity for success and successful application.

Show slide LTS-25
... Whose Bodies
Require Comfort

PHOTOGRAPH OF ADULTS TALKING WITH COFFEE IN HAND
with printed words:
... WHOSE BODIES REQUIRE COMFORT

LTS-25

9. Adults tend to be more sensitive to the physical environment of the learning situation. If they are uncomfortable, they will frequently pay more attention to their discomfort than to the subject matter being presented. Therefore, seating should accommodate full-sized people and be as comfortable as possible.

Lighting should be bright and shadow free, breaks should be scheduled frequently in long presentations, and the temperature in the learning environment should be carefully controlled.

Show slide LTS-26 ... Who Have Ideas to Contribute

PHOTOGRAPH OF AN ADULT PARTICIPANT TALKING WITHIN A LEARNING GROUP
with printed words:
... WHO HAVE IDEAS TO CONTRIBUTE

LTS-26

10. In any group of adults, there will be a wide range of knowledge about the subject at hand. Many will be well enough informed to make a significant contribution to the presentation, and/or invaluable in promoting discussion and posing intelligent questions. In any case, the ideas of group members should be effectively used to enliven the presentation.

Show slide LTS-27 Principles of Adult Learning

PRINCIPLES OF ADULT LEARNING

Adults learn best when:

* They feel a need to learn.
* They perceive the goals of a learning experience to be their goals.
* They accept a share of the responsibility for planning and operating a learning experience.

LTS-27

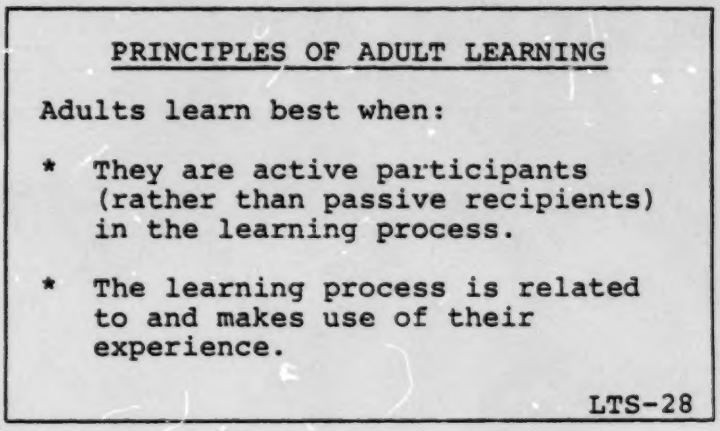
C. Certain principles of learning should be considered when planning a program for adults. They will learn best when:

1. They feel a need to learn.

2. They perceive the goals of a learning experience to be their goals.

3. They accept a share of the responsibility for planning and operating a learning experience.

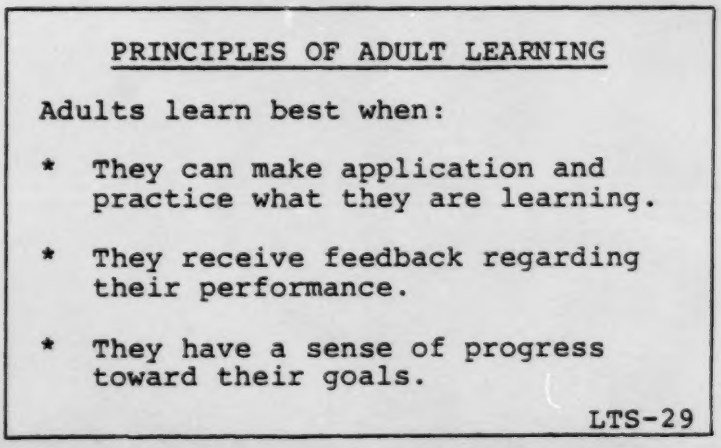
Show slide LTS-28
Principles of
Adult Learning


PRINCIPLES OF ADULT LEARNING
Adults learn best when:
* They are active participants (rather than passive recipients) in the learning process.
* The learning process is related to and makes use of their experience.
LTS-28

4. They are active participants in the learning process rather than passive recipients.

5. The learning process is related to and makes use of their experience.

Show slide LTS-29
Principles of
Adult Learning


PRINCIPLES OF ADULT LEARNING
Adults learn best when:
* They can make application and practice what they are learning.
* They receive feedback regarding their performance.
* They have a sense of progress toward their goals.
LTS-29

6. They can make application and practice what they are learning.

7. They receive feedback regarding their performance.

8. They have a sense of progress toward their goals.

Show slide LTS-30
Principles of
Adult Learning

PRINCIPLES OF ADULT LEARNING

Adults learn best when:

* The learning environment is characterized by:

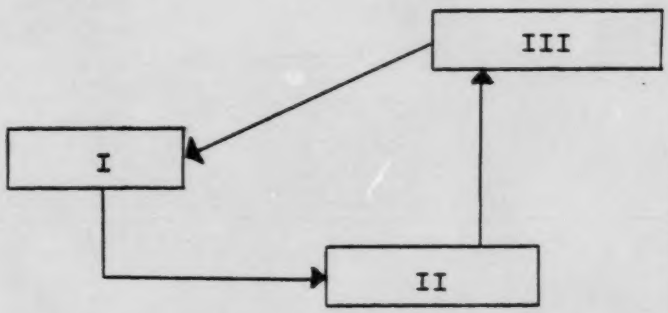
  - Physical comfort
  - Mutual trust and respect
  - Mutual helpfulness
  - Freedom of expression
  - Acceptance of differences

LTS-30

9. The learning environment is physically confortable; their individual differences are recognized and accepted; there is mutual helpfulness, trust, and respect; and they are able to freely express themselves.

Show slide LTS-31
Effective Consumer
Education Programs

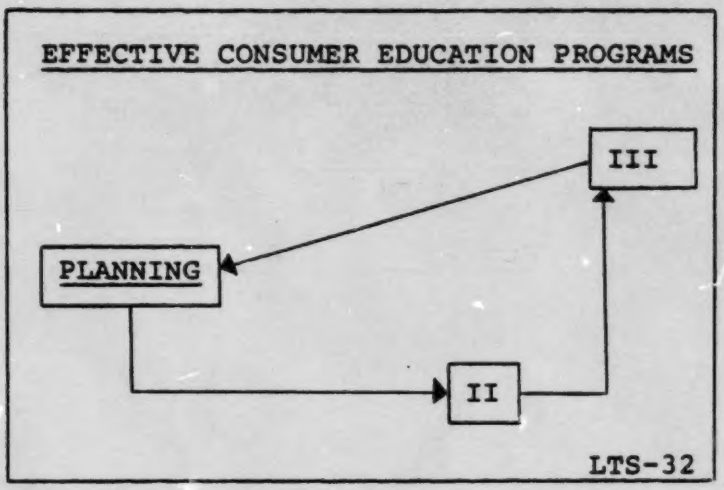
EFFECTIVE CONSUMER EDUCATION PROGRAMS



LTS-31

D. There are three stages to presenting an effective consumer education program: planning, conducting and evaluating.

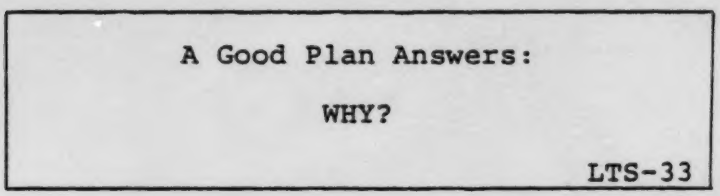
Show slide LTS-32
Planning



1. Planning is the first stage, and provides the rationale and direction needed to develop a successful program.

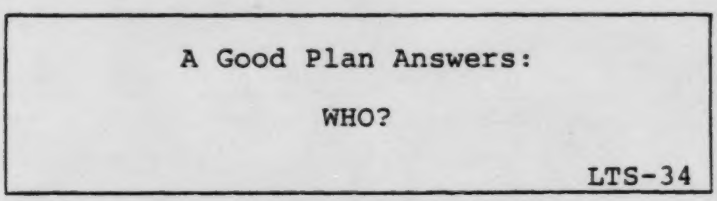
a. A good plan answers the questions:

Show slide LTS-33
Planning - Why?



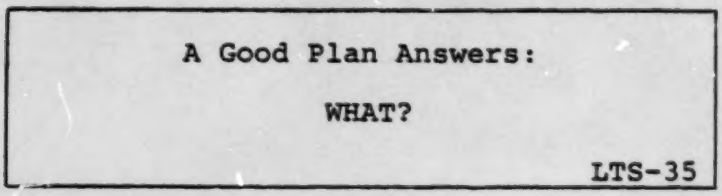
1) Why should there be any program? To solve an identified need? To satisfy a curiosity? To solve a particular problem?

Show slide LTS-34
Planning - Who?



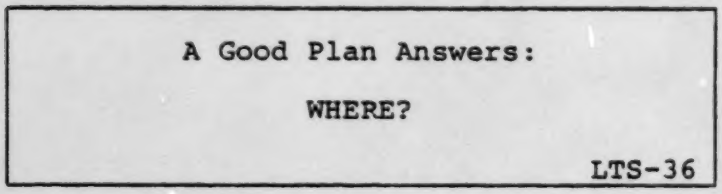
2) Who are the potential persons for whom a program would be intended? What are they like?

Show slide LTS-35
Planning - What?



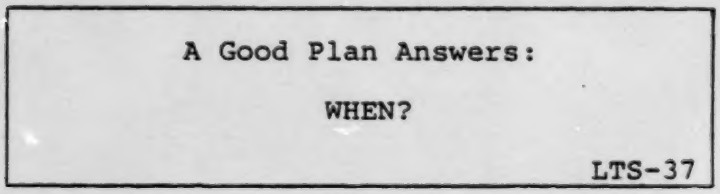
3) What is it that potential participants should know, feel, and/or be able to do as a consequence of the program? What learning should occur in order for participants to be able to meet their needs, satisfy their curiosities, or solve their problems?

Show slide LTS-36
Planning - Where?



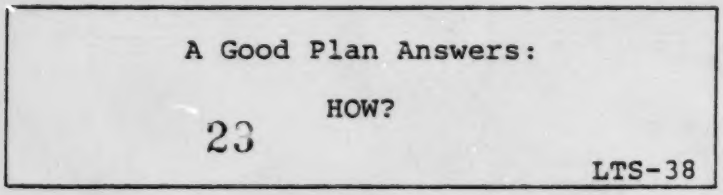
4) Where will the program be presented?

Show slide LTS-37
Planning - When?



5) When is the program to be presented? How much time is required to achieve the "what"?

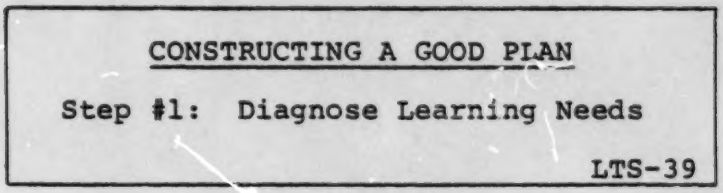
Show slide LTS-38
Planning - How?



6) How are activities to be designed and conducted so that the "what" will be achieved?

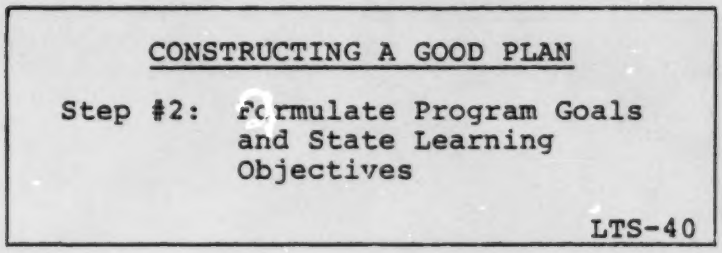
b. A good plan is constructed by:

Show slide LTS-39 Diagnose Learning Needs



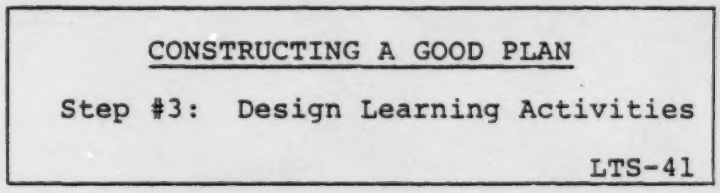
1) Diagnosing learning needs--this answers the questions "why" and "who."

Show slide LTS-40 Formulate Program Goals and State Learning Objectives



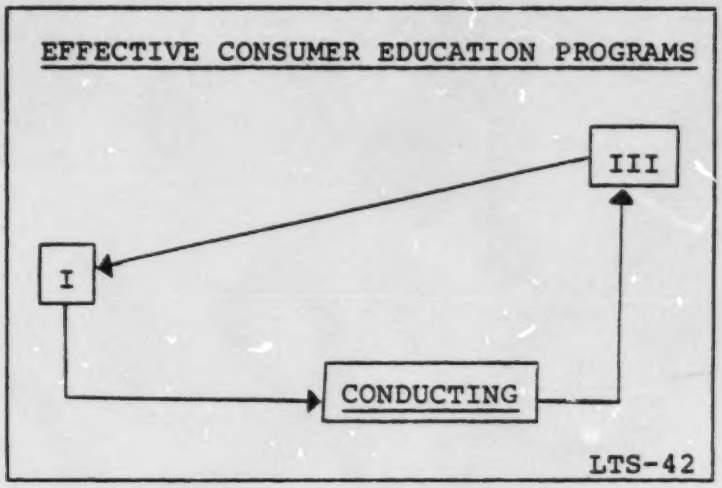
2) Formulating program goals and stating learning objectives--this answers the question "what."

Show slide LTS-41 Design Learning Activities



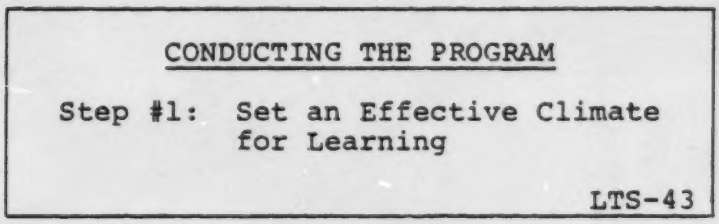
3) Designing learning activities that will facilitate learning objectives--this answers the questions "when," "where," and "how."

Show slide LTS-42
Conducting



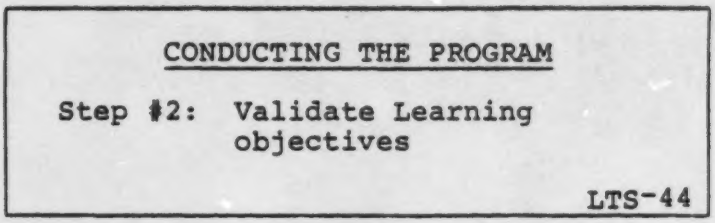
2. The second stage is conducting the program. Conducting an effective program is more than simply transmitting information to the participants. A good program leader implements the program in accordance with principles of adult learning:

Show slide LTS-43
Set an Effective
Climate for Learning



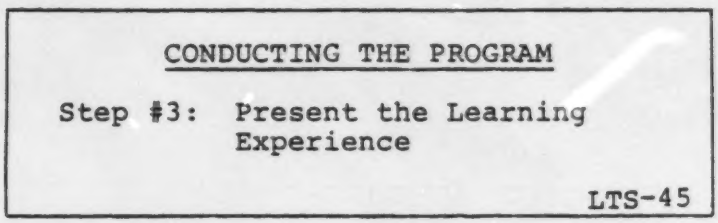
a. To set an effective climate for learning, see that the room and seating facilities are comfortable; an atmosphere of mutual helpfulness, trust, and respect is set; freedom of expression is encouraged; and acceptance of individual differences among the persons in the group is demonstrated.

Show slide LTS-43
Validate Learning Objectives



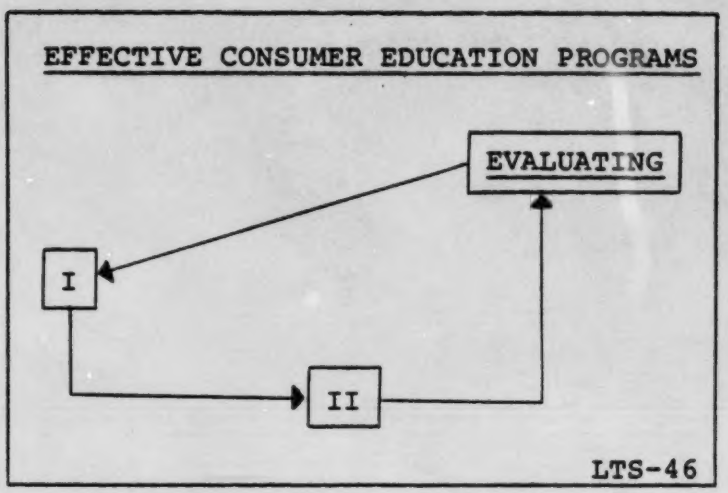
b. The person conducting the program should validate the learning objectives and activities by involving the participants in planning. Adults learn best when they feel a need to learn; they perceive the goals of a learning experience to be their goals; and they accept and share responsibility for planning and operating a learning experience.

Show slide LTS-44
Present the Learning Experience



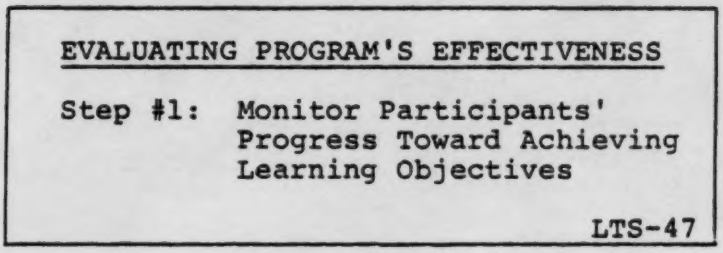
c. Present the learning experience, keeping in mind that adults learn best when they are active participants in the learning process; the learning process is related to and makes use of their experience; and they can make application and practice what they are learning.

Show slide LTS-46
Evaluating



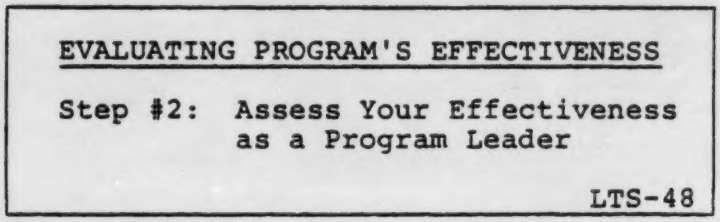
3. The third and last stage of the process is evaluation. It provides information regarding the program's effectiveness.

Show slide LTS-47
Monitor Participants' Progress Toward Achieving Learning Objectives


EVALUATING PROGRAM'S EFFECTIVENESS
Step #1: Monitor Participants' Progress Toward Achieving Learning Objectives
LTS-47

a. There should be continuous monitoring of the participants' progress toward their accomplishment of the objectives coupled with feedback so they know how they are performing.

Show slide LTS-48
Assess Your Effectiveness as a Program Leader



b. The presenter should also monitor his own effectiveness as a

program leader in both the development and presentation stages of the program. He should seek direct and indirect feedback from the participants concerning his performance in helping them achieve their learning objectives.

Show slide LTS-49
Judge Overall Program Strengths and Areas of Needed Improvement

EVALUATING PROGRAM'S EFFECTIVENESS

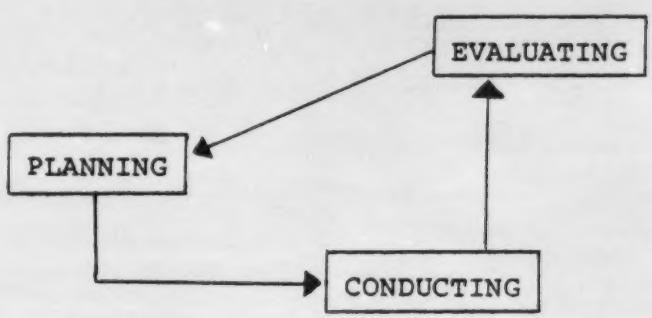
Step #3: Judge Overall Program Strengths and Areas of Needed Improvement

LTS-49

c. There should be a final review of the entire program to determine how the presenter and the participants rate the program's effectiveness. They should seek to learn what methods and activities contributed most to the participants' learning, and what can be done to make the program more successful, if and when it is offered again.

Show slide LTS-50
Effective Consumer Education Programs

EFFECTIVE CONSUMER EDUCATION PROGRAMS



LTS-50

VII. Part II--Leadership and Teaching Skills

PLANNING, CONDUCTING, & EVALUATION MATERIALS

PLANNING TOOLS

Needs Assessment: competency model
Needs Assessment: problem analysis
General and Specific Learning Objectives
Learning Resources Selection
Learning Activities Design
Arrangements
Aids Inventory

METHODS & TECHNIQUES OF CONDUCTING LEARNING ACTIVITIES

Audience Reaction Team
Brainstorming
Buzz Session
Case Study
Colloquy
Discussion Group
Interview
Lecture or Speech
Listening Team
Panel
Question Period
Role Playing

EVALUATION INSTRUMENTS

Session Evaluation: Participant Feedback Type I
Session Evaluation: Participant Feedback Type II
Session Evaluation: Group Process Assessment
Overall Program Evaluation: Participant Feedback
Overall Program Evaluation: Self-Assessment

NEEDS ASSESSMENT: COMPETENCY MODEL

Name:	Group:

Competency Model for:

Desired (required) Competencies	Performance Assessment Scale		Needs		
	Inadequate	Adequate			
1.	(—) 3 2 1	(+) 1 2 3			
2.	3 2 1	1 2 3			
3.	3 2 1	1 2 3			
4.	3 2 1	1 2 3			
5.	3 2 1	1 2 3			
6.	3 2 1	1 2 3			
7.	3 2 1	1 2 3			
8.	3 2 1	1 2 3			
9.	3 2 1	1 2 3			
10.	3 2 1 (—)	1 2 3 (+)			

Directions: For each competency listed, circle the number that most accurately reflects your present level of performance. This is not an evaluation, but a tool to assist you in specifying your learning needs, so please be as honest as possible. Connect the circled numbers with solid lines. The pattern of these lines helps you see your strong and weak areas. For each negative number circled, describe in your own words what you think you need to learn to reach an adequate level of performance in that competency.

NEEDS ASSESSMENT: PROBLEM ANALYSIS

Group:

PROBLEM (supported by data)

NEEDS:	Learning		Nonlearning
Priority #		Priority #	

PROBLEM (supported by data)

NEEDS:	Learning		Nonlearning
Priority #		Priority #	

PROBLEM (supported by data)

NEEDS:	Learning		Nonlearning
Priority #		Priority #	

PROBLEM (supported by data)

NEEDS:	Learning		Nonlearning
Priority #		Priority #	

GENERAL AND SPECIFIC LEARNING OBJECTIVES

Problem or Desired Competency:	Group:
Learning Needs:	
General Learning Objective (GLO):	
Specific Learning Objectives (SLO): SLO #1:	
SLO #2:	
SLO #3:	
SLO #4:	
SLO #5:	
SLO #6:	
SLO #7:	
SLO #8:	

LEARNING RESOURCES SELECTION

Workshop:	Group:
GLO:	

References: The notes on this sheet represent initial thoughts regarding the best resources for achieving the above General Learning Objective. Each SLO relating to this GLO is cross-referenced by number

RESOURCES

SLO #

1. Materials:

Title	Type	Style
a)		
b)		
c)		
d)		

2. Staff

Name	Role	Style
a)		
b)		
c)		
d)		

3. Consultants

Name	Role	Style	Available
a)			
b)			
c)			
d)			

4. Participants (possible contributions to learning/by SLO)

a)
b)
c)
d)

5. Structure (desirable/by SLO #)

a)
b)
c)
d)

6. Aids (preferences by SLO#)

Content	Staff	Participants

7. Facilities (qualities desired)

8. Accommodations (desirable qualities, if applicable)

9. Food and Refreshments

LEARNING ACTIVITIES DESIGN

Workshop	Group:	Dates:	Location:

Time	Activity	Events (full description of each step in workshop activities)	SLO #

WORKSHEET 6

ARRANGEMENTS

(Complete in pencil)

Workshop	Dates	
Detailed Arrangements		Check ✓
1. MATERIALS Problems		
2. STAFF Problems		
3. CONSULTANTS Problems		
4. PARTICIPANTS Problems		
5. STRUCTURE Problems		
6. AIDS Problems		

	Check ✓
7. FACILITY Problems	
8. ACCOMMODATIONS Problems	
9. FOOD & REFRESHMENTS Problems	
10. DATES Problems	
11. TRAVEL Problems	
12. PROMOTION Problems	

AIDS INVENTORY

CONTENT AIDS

Need

1. Printed Materials
( ) books
( ) articles
( ) summaries
( ) other_____
2. Prepared Visuals:
( ) flip charts
( ) posters
( ) overhead plates
( ) slides
( ) films
( ) video cassettes
( ) other_____
3. Prepared Audio:
( ) tapes
( ) records
( ) other _____

Need

4. Equipment
( ) overhead projector
( ) movie projector
( ) slide projector
( ) tape player
( ) record player
( ) video tape player
( ) other_____
5. Packaged Materials:
( ) games
( ) simulations
( ) programmed learning
( ) other_____
6. Demonstration Materials:
( ) models
( ) tinker-toys
( ) other _____

STAFF AIDS

Need

( ) blackboard
( ) chalk
( ) erasers
( ) newsprint pads
( ) felt pens
( ) easels
( ) cork board
( ) flannel board
( ) magnetic board
( ) scissors
( ) small hammer
( ) screwdriver
( ) pliers
( ) typewriter
( ) typing paper
( ) mikes
( ) lectern
( ) direction signs
( ) band-aids
( ) music for climate, e.g., tapes, records, etc.

Need

( ) magazines
( ) pointers
( ) clip-boards
( ) tablets
( ) pencils
( ) pencil sharpener
( ) name tags
( ) paper punch
( ) masking tape
( ) transparent tape
( ) rubber bands
( ) ruler
( ) stapler
( ) staple remover
( ) thumb tacks
( ) small nails
( ) copies of Workshop Staff Packet
( ) aspirin
( ) other_____

PARTICIPANT AIDS

Need

( ) pencils
( ) tablets
( ) pencil sharpener
( ) paper clips
( ) notebooks
( ) paper punch
( ) scissors
( ) stapler
( ) clip-boards
( ) lap boards

Need

( ) name tags
( ) place cards
( ) instructions
( ) handouts
( ) water pitchers
( ) glasses
( ) ashtrays
( ) aspirin
( ) band-aids
( ) other_____

NOTE: You may wish to review this list first, checking any items needed for a particular workshop, and then enter them in the aids section of Worksheet Six. If there is insufficient room on Worksheet Six, you may attach this inventory, and enter the Room #/Time information beside the items selected.

AUDIENCE REACTION TEAM

The audience reaction team is a team of three to five members of the audience who react to a speaker or other resource person. They may interrupt the speaker to seek immediate clarification of points that are not clear, and otherwise assist the speaker in meeting the needs of a specific audience.

The Audience Reaction Team May Be used:

1. To aid communication when the subject matter is likely to be difficult to understand.
2. To provide feedback from audience to speaker, and get the views of the audience represented when the audience is large.

Some Advantages:

1. It makes possible effective use of a speaker who otherwise might not effectively communicate with the audience.
2. By being formally represented on the program, interest may be stimulated among audience members.
3. It is fairly easy to organize.

Some Limitations:

1. A speaker may object to the implication that he may be a poor communicator, or to the interruptions during his presentation.
2. The role of the majority of the audience is passive.
3. Some members of the team may overparticipate while others may be too timid to do the job asked of them.

Physical Requirements:

1. Adequate seating so that every member of the audience may see and hear the speakers in comfort.
2. A stage or a slightly raised platform large enough for a speaker's rostrum, chairman, and members of the reaction team.

Procedure:

1. The chairman or moderator introduces the topic and describes the technique that is to be used, including an explanation of how the reaction team functions and some reasons for using it.
2. The chairman or moderator introduces the speaker to the audience with brief remarks as to his position, his experience, and his special qualification for this particular appearance.
3. The team reacts at appropriate times.

BRAINSTORMING

Brainstorming is a technique where creative thinking takes precedence over the practical. The idea is to get out before the group all ideas possible, with no thought to how practical the ideas might be. The participants are urged to be as "free wheeling" and uninhibited as possible.

Brainstorming May Be Used:

1. To get as many new and novel ideas as possible before the group for evaluative discussion.
2. To encourage practical-minded individuals to think beyond their day-to-day problems and to think quantitatively instead of qualitatively.
3. To move out on a problem when the more conventional techniques have failed to come up with a solution.
4. To develop creative thinking.

Some Advantages:

1. Many people are thrilled at the freedom of expression inherent in brainstorming.
2. Solutions to previously insoluable problems can be discovered.
3. All members of the group can be encouraged to participate.

Some Limitations:

1. Many individuals have difficulty getting away from the known practical.
2. Many of the suggestions made may not be worth anything.
3. In the evaluation session it is necessary to criticize the ideas of fellow members.

Physical Requirements:

1. A meeting room with a chalkboard or other surface on which the ideas produced can be written hurriedly and preserved for the follow-up discussion period.
2. A conference table or semicircle arrangement to expedite discussion following the brainstorming.

Procedure:

1. The chairman explains the procedure to be used, and a recorder is selected to list the suggestions.
2. As ideas are thrown out, they are recorded in public view.
3. The ideas are discussed to determine if any have practical application to the problem at hand.

BUZZ SESSION

The buzz session is a technique for involving every member of a large audience directly in the discussion process. The audience is divided into small groups (5 to 7 members) for a limited time (5 to 7 minutes) for discussion to which each member contributes his ideas.

The Buzz Session May Be Used:

1. To develop questions for a speaker or panel.
2. To discover areas in which the group would like more information or further study.
3. To discover areas of special interest for future programs.
4. To evaluate a meeting, in terms of its value to the participants.

Some Advantages:

1. Provides a source of fresh ideas of real interest to the group.
2. When used in planning, it promotes individual identification with the program and its goals.
3. It gives everyone a chance to participate without having to get up in front of the full meeting.

Some Limitations:

1. The amount of individual participation is restricted by time.
2. Contributions of the several groups may be contradictory or difficult to combine.

Physical Requirements:

1. Movable chairs facilitate quick organization of buzz groups. In an auditorium with fixed seats, the first three in the front row turn and face the three sitting behind them in the second row. The next three face those behind them, etc.
2. Cards and pencils to be distributed quickly while or before the groups form.

Procedure:

1. The Chairman assigns limited and specific objectives to the buzz groups. Directions must be clear and explicit. If the audience is unfamiliar with the method, a demonstration group may be formed.
2. Each group designates a leader and a recorder quickly.
3. The leader sees that every member has his say. The recorder makes a written record of each contribution on the card provided.
4. The leader or recorder of each group gives an oral report to the entire assembly.

CASE STUDY

The case study is a detailed account of an event or a series of related events that may be presented to an audience orally, in written form, on film, or in a combination of these forms.

The Case Study May Be Used:

1. To present in detail to a group a problem with which the group is concerned.
2. To present and study the solution of a problem similar to one confronting the group.
3. To teach the problem-solving process.

Some Advantages:

1. Gives a detailed accounting of the case under study.
2. Helps the learner to see various alternative solutions to problems.
3. Helps people develop analytical and problem-solving skills.

Some Limitations:

1. Some individuals may not see the relevance of the case being studied to their own situation or the group's problem.
2. A considerable amount of time and study is often required to develop the study.
3. Some group members are stimulated to overparticipation while others may assume a non-participatory role.

Physical Requirements:

1. Physical requirements vary with the type of presentation. If the case is presented through dramatic acting, a stage area is required. If visual aids are required in the presentation, the room should be suitable for this kind of presentation. If the case study is a written one, a large table and chairs may be all that is nedessary.

Procedure:

1. Materials are put into the hands of the participants in advance if the case study is in written form and to be read before the meeting.
2. Appropriate techniques to use during the presentation and discussion are selected, and parts rehearsed, if necessary.
3. The chairman or moderator introduces the topic, explains what the case study is, and the responsibility of each individual. He then guides the discussion and other activity.

COLLOQUY

The colloquy is a modified version of the panel using six to eight persons--half representing the audience and half serving as resource persons or experts. Time is about equally divided between the two groups.

The Colloquy May Be Used:

1. To identify and explore a problem or issue.
2. To give the audience an understanding of the various parts of a problem.
3. To weigh the advantages and disadvantages of a course of action.

Some Advantages:

1. Provides audience representation and feedback from audience to expert.
2. Permits presentation of various sides of an issue.
3. Variety of speakers and presentations stimulates interest of members of the audience.

Some Limitations:

1. Difficult for the moderator to hold the participants to the topic under discussion.
2. Audience members are in primarily a passive role.
3. Some members may want to "hog the show."
4. Extreme difference of opinion among the group may block progress toward a solution.

Physical Requirements:

1. Adequate seating so that every member of the audience may see and hear the speaker in comfort.
2. A stage or platform large enough to seat the group in comfort along a table facing the audience, with moderator in the center.
3. Microphones located so all speakers may be heard from where they are sitting.

Procedure:

1. Participants are briefed on the technique and their responsibilities.
2. Moderator introduces all participants, and guides the discussion.
3. Questions may be received from the audience as time permits.

DISCUSSION GROUP

A group of persons meet together to discuss informally and deliberate on a topic of mutual concern.

The Discussion Groups May Be Used:

1. To develop a nucleus of leadership for community service or informal education.
2. To identify, explore, and seek solutions for problems and to develop plans or action.
3. To change attitudes through discussion and the examination of information.

Some Advantages:

1. Group discussion permits full participation.
2. It can establish consensus democratically.
3. It pools the abilities, knowledge, and experience of all to reach a common goal.

Some Limitations:

1. Group discussion is time consuming, particularly if the group includes persons of widely different backgrounds.
2. A bossy leader or a few members may dominate the discussion.

Physical Requirements:

1. The group is usually seated around a large table (or tables arranged in a rectangle). Face-to-face discussion is essential. An informal and relaxed atmosphere will permit free discussion.

Procedure:

1. Should be governed by the group itself. Generally, the leader will preside and moderate the discussion.
2. A group may meet as long and as often as is necessary and convenient.
3. A change of leaders may be made to utilize special individual abilities. For example, different leaders may be used in the deliberative, planning, and action phases of the group's work.
4. The group may appoint a recorder to keep track of its deliberations and to report on its progress from time to time.

INTERVIEW

An interview is a presentation in which one or more resource persons respond to questioning by one or more interviewers.

The Interview May Be Used:

To explore a topic in depth where a more formal presentation is not desired by either resource expert or audience.

Some Advantages:

1. The presentation is less formal than a speech or lecture.
2. The audience is represented by the interviewer.
3. There is some insurance that the discussion will follow the interests of the members of the audience.
4. Many resource persons shy away from formal presentations.

Some Limitations:

1. The role of the audience is basically passive.
2. Interviewer must know the subject, audience desires, and the technique of interviewing.
3. Talking to both audience and the other person or persons making the presentation is sometimes an awkward arrangement.

Physical Requirements:

1. Adequate seating so that every member of the audience may see and hear the speakers in comfort.
2. A platform or stage large enough to hold all participants.
3. Microphones located so all speakers may be heard from where they are sitting.

Procedure:

1. The interviewer and resource person discusses the overall topic to be discussed, and agree on the general line of questioning.
2. The interviewer asks the resource person questions designed to explore various aspects of the topic, and improvises questions designed to explore various aspects of the topic, and improvises questions as the interview progresses.
3. Questions from the audience may be used at the end of the interview.

Similar Methods and Techniques:

The panel and the colloquy have similar seating arrangements, but the interview does not have a separate moderator. Instead, the interviewer serves in this capacity.

LECTURE OR SPEECH

A lecture is a carefully prepared oral presentation of a subject by a qualified expert. It is usually rather formal.

The Lecture or Speech May Be Used:

1. To present factual material in a direct and logical manner.
2. To present one point of view on a controversial subject.
3. For accounts of travels or personal experiences.
4. To entertain or inspire an audience.
5. To stimulate thinking and further study on a problem and to open the subject for general discussion.

Some Advantages:

1. It is suitable for audiences of any size.
2. It is easy to organize.
3. Some people can learn more easily by listening than by reading.

Some Limitations:

1. Good speakers informed on subjects of interest to your group may be hard to find. Experts are not always good speakers.
2. The role of the audience is passive.
3. Its effect on the audience is difficult to gauge. Feedback is limited.
4. Only one side of a question is presented with little chance for challenge or rebuttal.

Physical Requirements:

1. Adequate seating so that every member of the audience may see and hear the speaker in comfort.
2. A stage or a slightly raised platform and a speaker's rostrum.

Procedure:

1. The chairman should introduce the speaker to the audience with brief remarks as to his position, his experience, or special qualification for this particular appearance.
2. If visual aids such as films, slides, maps, charts, etc. are to be used, they should be appropriate to the subject, to the audience, and so used as to heighten audience interest, not distract their attention.
3. At the conclusion of the prepared lecture the chairman should thank the speaker, and call for question period, discussion, or whatever has been planned as follow-up.

LISTENING TEAM

A listening team listens, takes notes, and questions or summarizes at the close of a presentation. The team is often thought of as the representatives of the audience and is created to provide interaction between speaker and audience.

The Listening Team May Be Used:

1. To take notes and question a formal speaker or symposium participant.
2. To listen, evaluate and question a group participating in informal discussion.

Some Advantages:

1. The team identifies the issues, questions, problems, and opinions developed by the participants.
2. The summary or repetition at the end of a presentation aids recall of the important points presented.
3. There is audience participation or representation in formal situations.

Some Limitations:

1. Persons selected for the team must be quite knowledgeable of the subject being discussed, with no biases or axes to grind.
2. The team may not represent or accurately reflect the views of the majority of the audience.

Physical Requirements:

1. Adequate seating so that every member of the audience may see and hear the speakers in comfort.
2. A stage or platform large enough to hold all participants.
3. Seats and table for writing near the speaker.
4. Microphones located so all speakers may be heard from where they are sitting.

Procedure:

1. The procedure is discussed by speaker and other participants.
2. The listening team is selected and given instruction as to their role as a listening team.
3. The audience is told of the listening team and its function.
4. Team members individually take notes during the presentation.
5. The listening team reports.

PANEL

The panel is a group of four to eight persons with a special knowledge of the subject holding an orderly conversation on an assigned topic in full view of the audience.

The Panel May Be Used:

1. To identify and explore a problem or issue.
2. To give the audience an understanding of the various parts of a problem.
3. To weigh the advantages and disadvantages of a course of action.

Some Advantages:

1. The panel establishes informal contact with the audience.
2. Frequent changes of speaker and viewpoint which interest audience and stimulate discussion.

Some Limitations:

1. The panel may not cover all aspects of the problem or may overemphasize one aspect.
2. The subject may not be considered in logical order.
3. Extreme difference of opinion among the panel may block progress toward a solution.
4. To keep the discussion moving may require a skilled moderator.

Physical Requirements:

1. Adequate seating so that every member of the audience may see and hear the speakers in comfort.
2. A stage or platform large enough to seat the panel in comfort along a table facing the audience.
3. Microphones located so all speakers may be heard from where they are sitting.

Procedure:

1. The panel members are introduced by the moderator. Each may make a short statement (not more than five minutes) before the exchange of ideas and comment begins.
2. The panel may be used to develop a subject introduced by a film or short lecture. It may be followed by a forum in order to broaden discussion and involve the audience.

QUESTION PERIOD

The question period is an organized follow-up session to a formal presentation in which members of the audience direct questions to program participants.

The Question Period May Be Used:

1. To get the total audience involved in the activities.
2. To call for clarification of points made in the formal presentations.
3. To give members of the audience an opportunity to ask for information of interest to them and not covered by the speakers.

Some Advantages:

1. Provides a feedback link between speakers and audience in presentations, and provides for some audience participation.
2. Gives a reflection of audience agreement with the speakers.
3. Encourages the members of the audience to pay close attention to the remarks of the speakers.
4. Psychologically, it is good for the members of the audience to know they have the opportunity to participate, but do not have to do so.

Some Limitations:

1. If the group is large, even with portable microphones, it is physically difficult to handle questions and answers so all can hear.
2. Time for the question and answer period is usually limited, and it is often treated as an incidental part of the overall program.
3. The period comes at the close of the session when audience members are often tired or anxious to adjourn the meeting.
4. A few members of the audience may dominate the discussion.
5. Many members are timid and will not participate in such a meeting.

Physical Requirements:

1. Roving or portable microphones if the group is large.
2. Writing materials if questions are to be submitted in written form.

Procedure:

1. Program director discusses with program participants to secure approval for question period.

ROLE PLAYING

In role playing, some members act out a real-life situation in front of the group. There is no script, no set dialogue, and they make up their parts as they go along. The group then discusses the implications of the performance to the situation or problem under consideration.

Role Playing May Be Used:

1. To examine a delicate problem in human relations.
2. To explore possible solutions to an emotion-laden problem.
3. To provide insight into attitudes differing sharply from those of the participants.

Some Advantages:

1. A dramatic way of presenting a problem and stimulating discussion.
2. It can provide clues to possible solutions and explore them without the dangers inherent in a real-life trial and error approach.
3. It gives the players a chance to assume the personality of another human being--to think and act like him.

Some Limitations:

1. Some people may be too self-conscious or too self-centered to act successfully in role playing. Others may be shy and fear being made "ridiculous" before the group.
2. Role playing before large audiences is less effective because of the psychological effect of the large group upon the players.

Physical Requirements:

1. A room large enough to provide seating so that all members of the group may see the action. No stage or platform is necessary with groups of 30 or less. Costumes or elaborate props are not necessary.

Procedures:

1. The problem or situation is clearly defined by the group before role playing begins, and the scene is set / the group leader with the assistance of the group.
2. Players should be selected just before role playing begins and not warned in advance, although a brief warm-up period may be necessary to throw off self-consciousness and get in the spirit.
3. The leader should allow the action to proceed only so long as it is contributing to understanding (usually five to ten minutes).

4. After discussion, a second set of actors may be chosen and the scene replayed.

SESSION EVALUATION: PARTICIPANT FEEDBACK TYPE I

- Please rate the balance between lecture and discussion.
  - ___Too much lecture.
  - ___About the right amount of lecture and discussion.
  - ___Too much discussion.
- Please check the appropriate response.

Yes	No	
___	___	Were the objectives of the session stated clearly?
___	___	Will the information presented be useful to you?
___	___	Would you recommend this session?

- What suggestions do you have to improve this session?
  - The trainer: _____
  - _____
  - The content: _____
  - _____
  - The materials/visual aids: _____
  - _____
  - The facilities: _____
  - _____
- To what extent did the subject content meet your needs?

( ) ( ) ( ) ( ) ( )
Very Well To Some Extent Not at All

- What is your overall rating of the trainer?

( ) ( ) ( ) ( ) ( )
Excellent Poor

- Please rate the following:

	Very Good	Average	Poor
Adequacy of Facilities	___	___	___
Adequacy of Materials	___	___	___
Clarity of Presentation	___	___	___

SESSION EVALUATION: PARTICIPANT FEEDBACK TYPE II

ACTIVITY _____ Date _____

Would you give us just one minute of your time to let us know how you feel about tonight's meeting? It will help us in improving our program.

Please *circle* the phrase that best describes how you feel:

1. I think that in this session I learned
   a great deal *quite a lot* *some* *a little* *nothing*
2. On the whole, tonight's session was
   excellent *pretty good* *average* *poor* *no good*
3. I am leaving this meeting feeling
   enthusiastic *encouraged* *all right* *disappointed* *frustrated*
4. As of now, the activity interests me
   intensely *quite a bit* *somewhat* *a little* *not at all*

Comments:

WORKSHEET 10

SESSION EVALUATION:

GROUP PROCESS ASSESSMENT

(Circle one number in each scale)

		Rating Scales low → high					
1.	What is the degree of your feeling of satisfaction with this meeting?	1	2	3	4	5	N/A
2.	How clear is the group about its goals and tasks?	1	2	3	4	5	N/A
3.	How well are group members listening to one another?	1	2	3	4	5	N/A
4.	To what extent did you contribute to the work of the group today?	1	2	3	4	5	N/A
5.	To what extent were your ideas accepted and used by the group?	1	2	3	4	5	N/A
6.	To what extent did one or two group members dominate the discussion?	1	2	3	4	5	N/A
7.	To what extent did you personally resent over-participation by other members?	1	2	3	4	5	N/A
8.	To what extent did group members prepare themselves (do background reading, etc.) for this meeting?	1	2	3	4	5	N/A
9.	How well is the group organizing itself for its work?	1	2	3	4	5	N/A
10.	To what extent do you think the group should make better use of outside resources?	1	2	3	4	5	N/A
11.	To what extent does the group recognize its problems and conflicts and deal with them openly?	1	2	3	4	5	N/A

What suggestions would you like to make to improve the group's operation?

_____

_____

_____

_____

_____

DO NOT SIGN YOUR NAME

OVERALL PROGRAM EVALUATION

WORKSHEET 11

PARTICIPANT FEEDBACK

Name

Workshop Date

1. OBJECTIVES

1) Are workshop objectives clear? _____ 2) Do they meet your needs? _____

3) Suggested improvements

2. MATERIALS

1) Do materials fit the objectives? _____ 2) Are they meeting your needs? _____

3) Suggested improvements

3. STAFF

1) Is staff working well as a team? _____ 2) Consistent or contradictory? _____

3) Suggested improvements

4. CONSULTANTS

1) Are outside resource people adding to learning? _____

2) List any who are not. _____

3) Suggested improvements

5. PARTICIPANTS

1) How well is staff relating to your needs (content or personal)? _____

2) Do you feel a need to become better acquainted with other participants? _____

3) Suggested improvements

6. STRUCTURE

1) Are group size and composition helpful to learning? _____

2) Are physical arrangements for group work appropriate? _____

3) Suggested improvements

7. AIDS

1) Are learning aids appropriate? _____ 2) Supplies adequate? _____

3) Suggested improvements

8. FACILITY

1) Problems

2) Suggested improvements

9. ACCOMMODATIONS
(if applicable)

1) Problems

2) Suggested improvements

10. FOOD AND REFRESHMENTS

1) Problems

2) Suggested improvements

12. TRAVEL

1) Problems in getting to or from workshop?

2) Suggested improvements

13. FUTURE NEEDS

1) Have you discovered additional learning needs? _____

2) What?

14. TIME

1) Is pace of learning activities appropriate? _____
2) Suggested improvements

15. METHODS

1) Which type of learning activities worked best?
2) Which encountered problems?
3) Suggestions

16. ENERGY/ATTENTION

1) Are more/fewer breaks needed?
2) Was your energy or attention lower at certain times? _____
3) When? 4) Why?

17. CLIMATE

1) Is the overall climate or mood of this workshop supportive of your learning? _____
2) Suggestions

OVERALL PROGRAM EVALUATION

SELF-ASSESSMENT

Workshop

Date

1. MATERIALS

1) Are the materials meeting workshop needs?
2) Suggested improvements
3) Assignments

2. STAFF

1) Is staff working well together?
2) Suggested improvements
3) Assignments

3. CONSULTANTS

1) Are consultants adding to learning?
2) Are they working well with staff?
3) Suggested improvements
4) Assignments

4. PARTICIPANTS

1) How well is staff relating to participant needs (real or imagined)?
2) Suggested improvements
3) Assignments

5. STRUCTURE

1) How well are structures supporting learning?
2) Suggested improvements
3) Assignments

6. AIDS

1) Problems
2) Suggested improvements
3) Assignments

7. FACILITY

1) Problems
2) Suggested improvements
3) Assignments

8. ACCOMMODATIONS

1) Problems
2) Suggested improvements
3) Assignments

9. FOOD AND REFRESHMENTS

1) Problems
2) Suggested improvements
3) Assignments

10. DATES

1) Will closing time need to be changed?
2) Additional dates
3) Assignments

11. TRAVEL

1) Problems in getting to or from workshop
2) Suggested improvements
3) Assignments

12. PROMOTION

1) Opportunities for further workshops
2) Suggested topics
3) Assignments

13. TIME

1) Is pace appropriate?
2) Suggested improvements
3) Assignments

14. METHODS

1) Which two methods worked best?
2) Which methods encountered problems?
3) Which remaining methods need to be changed?
4) Assignments

15. ENERGY/ATTENTION

1) Are more/less breaks needed?
2) Are more/less warmup activities needed?
3) Suggested improvements
4) Assignments

16. CLIMATE

1) What is the climate of the session(s)?
2) Is it supportive of learning?
3) Suggested improvements
4) Assignments

A P P E N D I X

Making a Presentation

by Paul English

Making a Presentation

by Paul English
Assistant Professor of Business
Tidewater Community College

PROCESS

An effective teacher is not required to have all the answers to all the questions - what is required is that he can offer a process of helping people help themselves - such a process allows the learner to apply his newly acquired skills in a number of areas i.e. it becomes universal.

Effective learning environments can be characterized as a place where there are such things as: trust, respect, 2-way communications, etc.

People seem to learn better when they can somehow be involved or participate in the presentation - this is the prime justification for using small groups as a technique of imparting information.

Giving a presentation with a co-facilitator is sometimes a nice way to minimize anxiety and to draw on each others respective expertise (being well prepared and organized is the single best way to overcome anxiety - this holds true even if your original plan must be discarded 10 minutes into the presentation).

Generating discussion can be affected by such techniques as:

A) listing advantages and disadvantages of something
B) brainstorming
C) developing lists of items
D) ranking items according to importance, dollar value, time expended, or some other criteria
E) categorizing items
F) elaborating on the consequences of certain decisions
G) using an easel or blackboard to record the responses from an entire audience (using checkmarks for repetitions)

ICE BREAKING

When in a new environment, or when meeting new people, there is so much stimulation that most of us experience an unavoidable lack of concentration. As a consequence, someone may speak to us, but we really don't "hear" them. Breaking the ice attempts to increase the degree of relaxation so that we may all "hear" one another. There are many ways to accomplish this:

1. Have participants state their name plus an adjective describing their attitude toward the seminar. Going clockwise require each participant to repeat everyone's name and adjective. Variations: participants may pick an animal they would like to be, a time period they would like to live in, a color that represents them, etc.

2. Ask participants to share something of their present and past jobs, travel experiences, family, hobbies, educational experience, aspirations or goals, strengths they bring to the program, etc.

3. Ask participants to share one bad experience in consumerism (or good experience).

4. Ask participants to anonymously write on an index card the single best thing that could happen to them at your presentation. Collect and read them aloud. Repeat the process using the single worst thing that could happen.

5. Ask participants to write on an index card the skills or knowledge they would most like to acquire. Collect and read aloud. Perhaps discuss the similarities or dissimilarities of their desires.

6. Discuss some aspect of yourself in relation to the subject matter of your presentation; for example, how you got ripped off the last time you took your car to the local dealership to be "repaired". Then ask for comments.

7. If it is a very large group, ask them to form into groups of 2 or 3 (or any size group that is appropriate for the situation) and proceed along the lines discussed above. Variations: have the audience stand up and mingle around silently until they have met a certain number of people, have the participants introduce one another to a small group, etc.

CREDITS

Worksheets 1-7 and 11-12 were adapted and/or reproduced from: Larry N. Davis and Earl McCallon. Workshop Staff Packet. Austin, Texas: Learning Concepts, 1974.

Worksheet 8 was adapted from: Virginia Department of Welfare. Training Tools and Techniques. Richmond: Staff Development System, 1978.

Worksheets 9-10 were adapted from: Malcolm S. Knowles. The Modern Practice of Adult Education. New York: Association Press, 1970.

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